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| Lesson Title: | | Current Events Blog | | | | | | | | | |
| **Teacher:** | Thomason | | **Hour:** | | 2nd and 6th | | | | | | |
|  |  | | **Date:** | | Continue through the whole 3rd tri | | | | | | |
| **Unit:** | Non-Fiction | | **Target Grade Level: 7th** | | | | | | | | |
| **Course:** | Reading | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Students will locate current event articles using internet news sources.  Students will summarize in a blog their current event article.  Students will format their blog post according to the rubric.  Students will communicate with other students about current events via blog comments. |
| **Criteria for Success:** | Rubric, checklist, student comments |
| **Progression of Learning:** | Become familiar with blog, locate source, read and break down, summarize, write, share, comment |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Informational and persuasive texts are summarized and evaluated  b. Organize and synthesize information from multiple sources, determining the relevance of information (DOK 4)  c. Identify and paraphrase themes, key ideas, main ideas, and supporting ideas in texts  g. Evaluate informational and persuasive text (DOK 1-4) | Collaboration and Teamwork  Critical Thinking, Reasoning, and Problem Solving   * Invention, Innovation, and Creativity   Self-Direction   * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | ISTE  **2.** **Communication and Collaboration**   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:   |  |  | | --- | --- | | a. | interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. | | b. | communicate information and ideas effectively to multiple audiences using a variety of media and formats. | |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| -summaries from paper current events |  | -Blog at end of tri |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| -Some kids will need a push toward certain articles because of their reading level |  | Peer evaluating and communicating  Rubrics  Teacher Modeling  Checklist |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| -computers  -edublogs login  -Write Source Summary resources |  | -rubric  -Checklist |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| -Students will be able to asses their own blog by using the rubric and checklist. |  | -Students will make improvements on their written summaries and decide what type of current event they would like to research. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| -Whole Group Instruction  -Rubric  -Student Colloborative Scoring |  | -Why is it important to be aware of events happening at the local, national, and world level?  -How can you evaluate the website you have found an interesting current event on? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| **-**Whole Group Instruction  -Rubric  -Checklist |  | -Blog  -Current Event  -relevant information  -opinion |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| none |  | -teacher model  -student model  -Skim, scan, the read |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Preview the news websites and discuss what headlines pop out and why | -  Day one |
| **Introduction** | Discuss the importance of being aware of the world around you and how the internet can aide in that awareness. | Day One |
| **Direct Teaching** | -Define current events  -Discuss relevant resources | -Day one |
| **Guided Practice** | -Explore different sites together and discuss pros and cons  -discuss different types of articles-local, state, and world | Day Two |
| **Feedback** | -Students explore each others blogs and comment on choice of article  -teacher uses checklist and rubric | Every blog post |
| **Independent Practice** | -Find and article  -read and break down  -summarize using step up summary format  -post on blog according to rubric  -comment on peers blog | Every week throughout the 3rd tri |
| **Closure** | -create a timeline of the events you have summarized  -Discuss what your most interesting event of the semester was | 2nd week of may |